



Key Points for Pre-ETS Providers-Amendment Year

MRC is aware that this is a significant change to the Pre-ETS program that providers have been operating and MRC Staff and Vocational Rehabilitation Counselors will be working closely with our Providers to help with this transition. Below are some key points about this new Pre-ETS model:

Outreach:

- Providers and MRC VRCs are responsible for outreach and recruitment and MRC VRCs will assist the Provider with the planning process and making connections at each school.
- Referrals may initially come from VRC to the Provider, as the VRCs are already connected with the school. Schools will likely recommend students for a pre-ETS program to the counselor, but the hope is that eventually schools will refer to the Provider directly. As a reminder, now services will be provided to any student with a disability (Potentially Eligible) ages 14 to 22, students do not have to be MRC VR Eligible.
- Providers can do outreach to places besides schools, they just have to ensure the student meets the potentially eligible criteria (after school programs, recreation centers, etc)

School Collaboration:

- The VRC and Providers will have conversations with the school to determine what transition services they are already providing. Providers should document this per student and use the information to help develop the Pre-ETS service plan for each student. For example, if a student is participating in a work readiness class reviewing soft skills, interview skills, etc., the student may not need the Pre-ETS work readiness service. Of course, if a student might benefit from generalizing their work readiness skills outside of the classroom, this should be a part of their plan.
- Pre-ETS programs should not duplicate school transition services and are instead a supplement to the school based service. MRC encourages pre-ETS services to mostly take place in the community with a focus on employer engagement. While some services can be offered in the school to increase student's access to services, the most value will come from being in the community.

Reporting:

- Providers will enter the student's demographics and upload supporting documentation into Formstack. The documentation will likely be provided by the schools, but could be from a doctor or other professional. MRC Unit Supervisors will approve or deny the referral once it is submitted by Formstack- they will have 5 days to do so. There will be training and job aids for how to use Formstack.
- Providers will need to obtain permission of parents if the student is under 18 or under guardianship to participate in the program. School and VRC can assist with this process. The enrollment form provided by MRC should be a tool that can help with the release of information and the permission of parent.
- Monthly Performance Reports are due by the 15th of every month to the contract manager.



Service Delivery:

- Providers will write a Pre-ETS service plan for each student. The plan can designate services for this year with recommendations for future services. MRC will just need the plan submitted in Formstack, but MRC will provide suggested service plan template to use.
- Providers will need to determine how they will provide each of the five Pre-ETS components to the student. Will it be afterschool, during the day, weekend, in a one day seminar, in a class with a teacher present? All of the details as to how to access the students will need to be worked out with the school.
- Are internships gone? They do not have to be and MRC is hopeful that some level of paid work experience will be able to be provided through this amendment year and through the RFR. However work experience opportunities can include a range of activities. Some ideas include:
 - An Employer Fair or Luncheon: at the school where employers from different types of businesses speak to students about their jobs.
 - Volunteer work: the Provider assists the student in obtaining a volunteer work opportunity in the community and helps facilitate natural supports on the site as well as provides some level of oversight and support to the student.
 - Job Shadow: the Provider assists the student in determining a potential future career that he or she is interested in. The Provider facilitates a job shadow experience for the student to spend time with an individual (mentor) on a job site, where they are learning more about the career.
 - Short term paid internship: the Provider assists the student in securing a short term internship at a job site of their interest and will provide support to the student at the job site. Students are paid on a stipend or hourly wage at the current minimum wage.
 - Other opportunities: could include attending a job fair, visiting the career center to learn more about local employment opportunities, showing students work related YouTube Videos, having students utilize Explore-work.com Work Based Learning Modules or similar web based programs.
 - It is recommended paid internship opportunities be reserved for students who are closer to graduating and have completed the other Pre-ETS models either through the Provider or the school.
 - Providers who plan to offer short term paid internships should budget accordingly. For example, if a Provider feels that they can support 10 students in 20 hour internships at \$11.00 an hour they should allocate \$2200.00 (if stipend) or \$2200.00 plus tax/workers comp (if payroll) in their budget, etc. The remaining dollars of the budget will be available to be used for your staffing, admin, travel, supplies, tax and fringe.
- Services can be provided in groups, but should be individualized based on the student's interests and goal areas.
- Consider offering programming in tiers or levels of skill development to be inclusive of multiple needs. Additionally, students can receive one or more of the 5 pre-ETS services.
- There is no required sequence or prerequisite in which one pre-ETS service must be completed one before the next.
- In the new model, there is not a number of students to be served. The program is a true cost reimbursement model, where it's the hours of staffing time dedicated to the program plus the other associated costs that comprise the budget and therefore the monthly billing.

MRC looks forward to working closely with Pre-ETS Providers and the schools to help facilitate these changes.